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ABSTRACT

This guide for primary teachers of history, geography, and civics provides them with a comprehensive view of the social studies. The emphasis is on the integration of the various social sciences toward the end of producing a student with a well rounded and international outlook. The guide contains five sections: 1) general considerations for the teaching of the social studies; 2) the new approach to teaching social studies; 3) the experimental syllabus; 4) the teachers guide of specific activities to implement the syllabus; and, 5) techniques for evaluation of the material taught. Considerable detail is given in each section on both the rationale for what is to be done and the methods suggested for the accomplishment of the stated goals of the social studies. Three appendices are given which are intended to provide worksheet samples to collect and handle information on student characteristics, lesson plans, intended objectives, testing devices, etc. (CWB)

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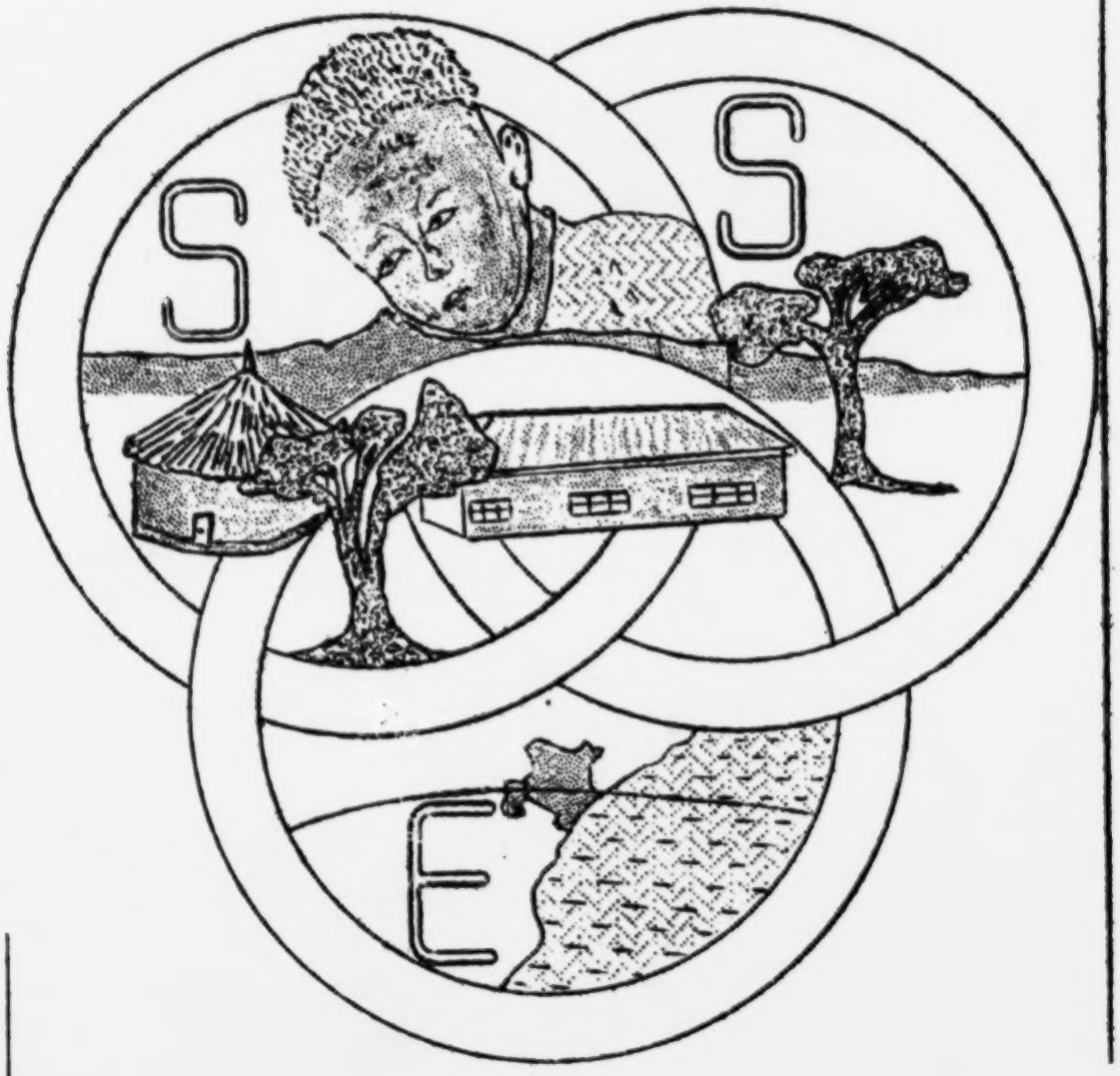

EXPERIMENTAL GUIDE TO THE TEACHING OF SOCIAL STUDIES IN KENYA PRIMARY SCHOOLS.

SP 000 662

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EDO 46856

EXPERIMENTAL GUIDE TO THE TEACHING OF SOCIAL STUDIES IN KENYA PRIMARY SCHOOLS.

PREFACE.

This guide is prepared to help you to experiment in a new way of teaching the subjects, geography history and civics, in the primary schools. It is also prepared to help you to have a new look at the teaching of social studies in Kenya's Primary Schools.

The contents of this guide have been kept as brief as possible and in an outline form. The guide is divided into six sections. Sections I to II introduce you to the term "social studies" and give you the background and philosophy of social studies. Section III is the draft experimental syllabus. Section IV is the guide to the syllabus with which you will mostly be concerned. The last section, V, is made to find out if teachers and children have achieved the stated aims of social studies.

Our hope is that the information in this guide will help you to become a better teacher of social studies. We also hope that it will stimulate your rethinking on the teaching of geography, history and civics. Therefore, we will be more than willing to have suggestions and comments from you on this guide, and on the teaching of social studies. Though, at this time, this guide is directed to teachers of Primary, I, we hope that other teachers in the Primary Schools will find it useful. We welcome comments from them as well.

Social Sciences Education.
April, 1969.

INTRODUCTION.

The Phrase Social Studies.

The use of the phrase 'Social Studies' in connection with the teaching of geography, history, and civics in Primary schools, may sound something new and strange to you. It is neither new nor strange. As used in education, the phrase means the study about man; his environment; the relationship between man and his fellow man; and the relationship between man and his environment. As such, the phrase means studies that include knowledge from many subject areas relating to man. These studies include geography, history, economics, politics, religion, sociology, art, music and literature. This being so, then in teaching social studies, the idea is to bring together knowledge from all of these fields and integrate it in such a way that children can see the relationships between different subjects. The idea of bringing knowledge from different subjects such as these that are listed above is called integration, and is explained briefly in Section II. 2 and II.3.

The Idea of Integration.

To the idea of teaching subjects making use of knowledge from many subjects,such as those that have been mentioned previously,is given the term integration.This word should not scare you.Perhaps the first idea that comes up into your mind, when you read the word integration in connection with social studies as defined above,is that,now there will be no more teaching of geography,history and civics as we have always done.This is not the case! You should think of integration courses in social studies in the same way as you would of an integrated community or society.For example,in Kenya,there are many tribes and peoples of many creeds.There are Africans,Asians,Americans,English,French, Germans and Italians.Through the process of integration,all these people have come together in order to form a more meaningful association,cooperation and planning.They have done this without any losing their identity or association to the group.It is a better way of forming a society than if each group tried to do things by itself.

This is the way you should think of social studies approached in an integrated course.It is a better way of teaching,we think, because it enables children at this age to see social knowledge in wholes.It brings better understanding of social problems and, therefore,encourages a systematic or logical way of approaching those problems.And above all,it brings about a more meaningful learning,which stems from children's own interests.An attempt is made to follow the children's natural way of learning.

We no longer believe that the system of teaching geography, history and civics,as separate subjects,as it has been done traditionally,is the best.Neither do we assert that the new ways are better;but we do believe that by experimenting with new ways,we may find suitable approaches that will satisfy our current need.

Getting Away From Traditional Methods.

When people get used to doing a certain thing in a particular way, it becomes a tradition. In teaching we have become used to teaching, geography, history as separate subjects. This has become a tradition. Traditional methods have been with us for too long. Unquestionablly, the traditional methods have been bad for three reasons:-

a) More telling by the teachers to the pupils. This assumes children do not know;

b) Children have accepted the information without questioning it;

c)There has been more memorization of bits of information or fact by the children without really understanding these facts. It is only through new approaches to teaching that these bad habits of learning can be broken. We believe that an 'integration'approach to the teaching of social studies, is one of the new approaches.

SECTION I

GENERAL CONSIDERATIONS OF SOCIAL STUDIES

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1. General statement:

Since the introduction of formal education in Kenya, more than sixty years ago, the teaching of geography, history and civics has been looked upon as teaching related, but isolated, subjects of study. Apparently, with no reasons given, such subjects have been neglected in Stds. I and II, when acculturation and socialization of the child is at its critical stage. It is therefore obvious that there is a need to bridge this gap between Stds. I, II and III when social studies is introduced to children. It is important that the child should be exposed to smooth continuous learning through primary school.

2.Definition.

Social studies may be briefly and accurately defined as that part of the curriculum concerning itself with the acculturation of the child;socialization of the child,and helping him to develop understandings,skills and attitudes needed in adult life in which he will eventually find himself.

Acculturation is a continuing development which exposes a child to the sum total ways of doing things to enable him to transmit those things from generation to generation.Socialization is the process in which an individual matures physically, acquires habits that help him to meet his needs and wishes,so that he eventually begins to function as an adult.

From the above definition of social studies,it is clear that social studies concerns itself with the interrelations of man to man,and man to his environment.This relationship is shown in the following diagram:-

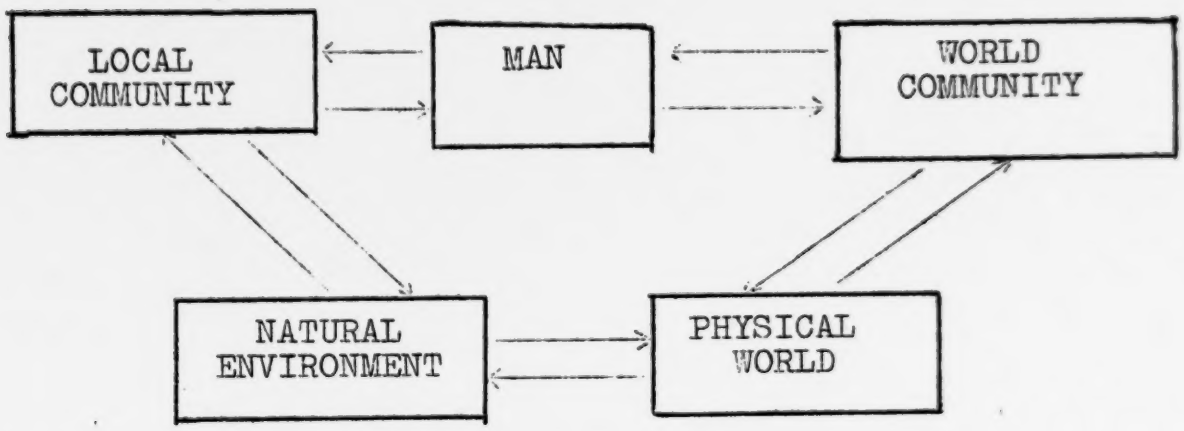


Fig. 1 The study of social studies is the study of the relationship of man to:-

1. man;
2. local environment;
3. natural environment;
4. world community;
5. physical world.

3.Concepts.

From what has been said in Section I.2, it should be clear that the concept of social studies encompases more than just the study of geography, history and civics, such as we have been used to. It includes subjects such as, sociology, economics, anthropology, political science, art, music literature religion, phylosophy and psychology.

The concept of social studies may be seen in the following diagram:-

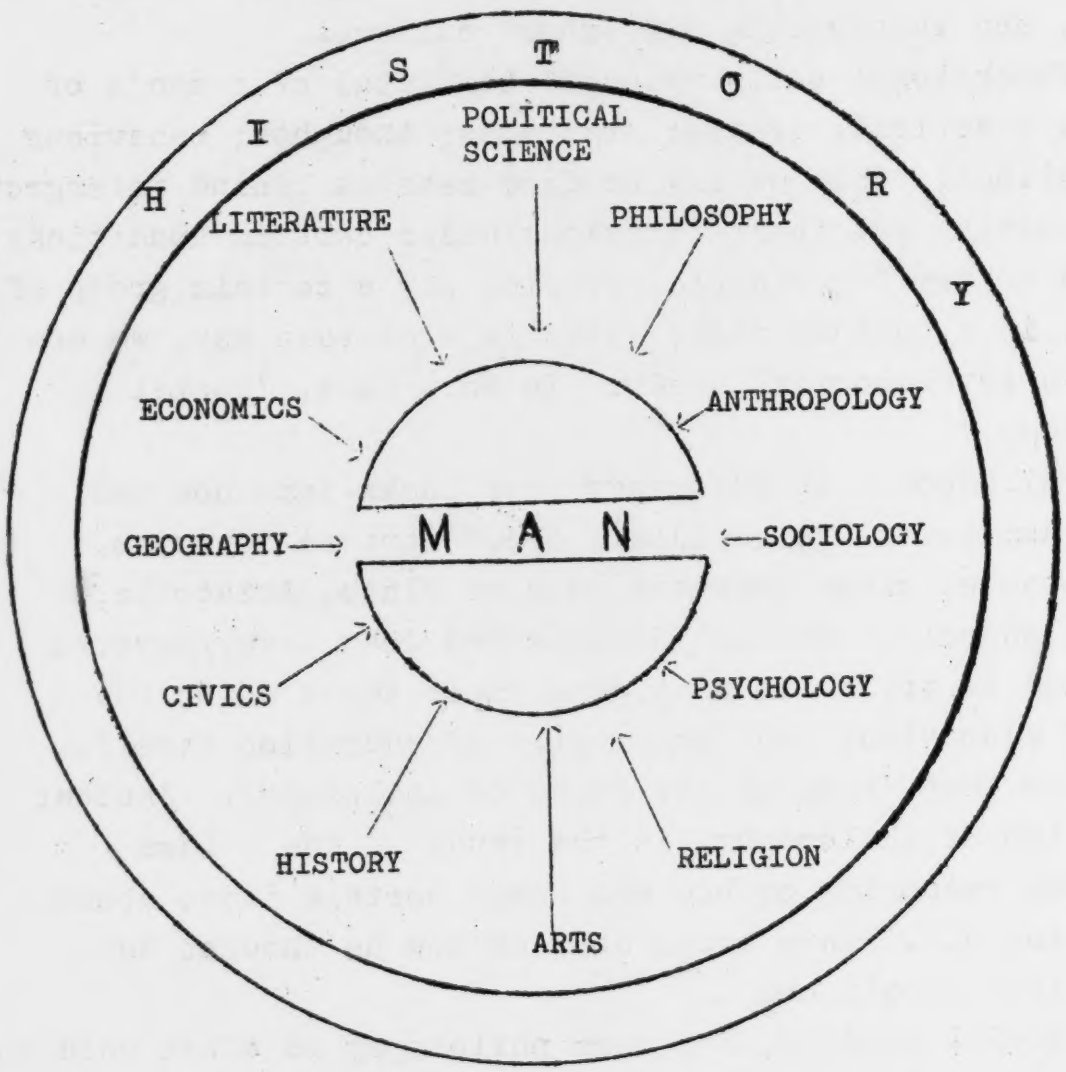


Fig. 2 The concept of social studies draws its contents from many related fields as shown above.

4.Scope.

Social studies draws its contents from all of the fields shawn in diagram 2. What do these fields of study mean in relation to social studies?

a) Anthropology: tells us about the physical and mental characteristics; distribution; customs; legends and myths of a particular group of people. The study about the legend of the origin of the Gikuyu or other tribes, and their belief about God, is anthropology. In social studies, the effect of such belief can be studied in terms of social and economic life.

b) Sociology: tells us about the history, development, organisation and problems of people living together as groups. The study of family organisation; classes in a society; duties of individuals in a society and marriage customs are examples of scciology. These can be influenced by geographycal factors or economic factors. This effect and relationship can be discussed in an intergrated social studies topics, and incomparing differenct cultures.

c) Psychology: tells us about the total of a man's or society's actions: traits; attitudes; thoughts; behaviour and feelings. When we try to find reasons behind intergroup relationships and their reactions under certain conditions; or when we try for example, to find why a certain group of people, in a certain area, votes in a certain way, we are making a psychological study. In this case, 'social psychology.'

d) Philosophy: is the study that looks into how man thinks and how he forms ideals about certain concepts. For instance, great thinkers such as Plato, Aristotle, Betrand Russell, Herbert Spencer and John Dewey,devoted much time in trying to play down their ideas as to the role of education, and the process of education itself. The works they produced are works of philosophy. Another definition of philosophy, is the study of the laws governing reasoning or how man forms certain ideas about some thing e.g. Plato wrote down on how he thought an ideal state should be.

But in social studies, the term philosophy is often used to mean a set of laws or principles governing our life,or 'why' and "how" we do things.

e)Literature:is another word quite often misused.The term means all writing,and,especially,that which is imaginative and critical in nature.It can criticise social conditions or political situations.This can be writings of a particular country,or region at a particular time, and considered to have permanent value, excellence of form, and great

emotional effect.In traditional society,it is possible to have oral titerature,such as poetry,lyrics and the like.A lyric is a song in stanza,expressing emotional or social feelings.

f)Geography and economics: are two subjects often studied together.Geography,in the broader field,may be thought of as huma geography and physical geography.Human geography involves man in the wise use of the earth's resources and his culture. physical geography is the study of the physical elements and the natural features of the earth.Economics,on the other hand,tells us how man produces goods and services,and how he consumes these goods and services.When one man with a bag of maize goes to a local market and exchanges it for a goat,he is involved in economics at a lower level.This is an exchange of goods without using money.It is called barter.

g)Arts: is used here generally.When you hear it,perhaps the first thing that comes into your mind is a painting or a drawing. That is true.But art is more than that.It means the human ability to create or make things that have form and beauty.Besides painting and drawing,therefore,art includes sculpture,music, architecture,literature,drama,dancing,fabric printing and pottery.Each society is unique in its arts.These develop as a result of the environment and people's philosophy of life.Music, as an art,concerns itself with the ability to combine vocal or instrumental sounds in varying pleasing sounds (melody),harmony and rythm,so as to produce an emotion ot to convey a moral aspect or an ideal;or even a message,such as the use of the African drum or horn.The African horn was,and is still,used in many parts of Kenya for conveying messages.Most of the popular songs in Kenya today are tased on actual life incidents and are sung as a moral.

h) Religion: is a study that has tended to be confused, often associated with a particular church, dogma or creed. But in essence, religion is none of these. It is a human belief in superhuman power that must be obeyed, appeaced and worshiped, as the creator of man and his world, in an endeavour to seeking the link between man's world and that of which he regards as supernatural. Religion, therefore, becomes a way of life governed by a code of ethics and a philosophy.

The word ethics should not bother you. It simply means conformity with a code of moral principles: morals being generally accepted standards of goodness or righteous in character. For example, society's law that a male teacher should not seduce and defile his girl pupils.

i) Political science: is the study that tells us about political institutions. e.g. the Presidency, the Parliament, the Judiciary, the Political parties, and local government. When we study how the local party functions or how the local government makes law, we are studying political science at a local level. And when we study how the national government conducts its relations with other nations, we are studying political science at international level. Such studies are always connected with other areas of study such as geography or economics. The question of Kenya Somali border is a political one.

But in order to solve this problem we must see it in terms of historical geographical and economic factors. No study that did not relate to these facts could hope to achieve a logical approach and solution to the problem.

j) History: you will have noted that in diagram number 2, history overlays all of the other fields. This has been done for a special reason. Try to recal your history courses either in primary, secondary school or in college. Then ask yourself, 'What did I really study during those history lessons? Wasn't it really a collection of facts from geography, economics, political science, religion, etc.?' Take the topic. 'The History of the Arabs along the East African Coast.' This is mainly the study of economics, geography and culture of the people of East Africa, and how the Arabs tried to influence and to exploit them. The Arabs were more interested in furthering their trade (economics). In order to reach East Africa, they had to know its location, and the sea routes (geography). The only historical aspect of such a study is the time relationship (the when). Therefore, history can better be looked upon as a dictionary of the 'hows' the 'wheres' and the 'whys' of human action. What he has thought, what he has said, and what he has done. To teach facts as bits of isolated information and lebel them as history, is meaningless and a waste of time for children.

That is then a brief description of the fields from which the social studies draws its content. No one teacher could possibly teach children everything known on these

subjects. Therefore what has to be taught, and when to teach it, has to be chosen as guided by educational objectives, new knowledge, and the interests and needs of the learner. Hence, the term 'social studies' implies an examination of certain carefully selected topics of the above fields in a more integrated course at Primary and Secondary level.

At the university level, this examination becomes a science, hence the term 'social science'. It is at this level that the student goes into deeper study of the subject, and studies each one of them as a unit. This kind of study and specialization is not required at the Primary or Secondary level. If it were done, it would be impossible to involve the child in all areas from which 'social studies' as a subject is drawn. Therefore, the only way to involve the child in all of these areas is through integrated courses of social studies.

5.Philosophy:

Now that we have defined Social Studies and we have some idea of what it is going to involve, how do we go about it?" In life, each one of us has certain principles by which he lives, Unless one has sound principles, life becomes a bore, aimless and confused. In order to have a sound educational system, sound principles or a sound philosophy of education is essential. In life we have a goal, we define this goal, and we have the means of going about this goal, such as business to acquire riches. And so it is in education, we have to define what it is that we want to achieve through it, and how we will achieve this aim, Now, our education is made up of a curriculum. This curriculum is composed of subjects among other things. In approaching our education, we have to approach each subject. And in order to approach each subject properly, there must be a sound philosophy for it. Hence the need for a sound philosophy of social studies. In the past, this philosophy was defined by foreigners. Their motives were specific i.e. de-emphasis of African ideals and institutions,in short, de-Africanizing the African and emphasizing European social and economic aspects of life.

Because of this, there is now a specific need to develop our own philosophy that will carry us away from this outdated practice to a more modern one. This philosophy will enable us to choose proper topics, and to develop proper programmes. The following philosophies, among others, may be considered relevant to Kenya:

a) To inform children of their own culture and environment and to let them appreaciate these before they can begin to appreciate those of other lands.

b) To give guided discussions on current developments, changes in local environment, and problems confronting our development. This leads to a better appreciation of the country.

c). To instill into the minds of children attitudes and skills that will help them to adapt and be able to live in a future and not past world.

d) To develop the concept of 'oneness' through the use of maps and globes.

e) To build a spirit of appreciating our cultural heritage: the observance of certain days and events; the perpertuation of cultural events, traditions and dances.

f) To develop patriotism and a sense of nationhood based on knowledge; and of our culture, ways of life, the sacrifices made by our people to attain freedom, and the endeavour being made continually to achieve self reliance and national pride.

g) To devise meaningful programmes of social st dies drawn from the fields of Sociology Antrhopology Economics Geography, History Political Science Religion, Literature, Art and Music.

From our philosophy of social studies, we can now move on to an approach in teaching social studies, The teaching of social studies is based on frames of reference. These are:

i. Our aims and goals.

ii. Methods of implementation of these goals.

iii. The type of resource materials we shall use to implement the goals.

iv. The evaluation we shall use to measure the success of our aims.

6.Aims and Goals.

When we act,or carry out a project we always have an end or a goal in mind; there is a worthwhile purpose that we hope to achieve.If we don't have this goal in mind,our activity becomes unmotivated;our operations are unplanned,and our methods of operation are accidental, If one were to get in a car and drive to a fork junction without knowing before hand whether to turn left or right,one would have to stop at the junction and waste time,and perhaps cause inconveniences to other road users,before deciding on which way to go.This would be a result of lack of aim,so it is in social studies when no aims are thought of before reaching the junction.This junction in social studies can best be thought of as the four major aspects of teaching social studies.In order to reach (form) the kind of society that we want.These aims are:-

a)Behaviour.

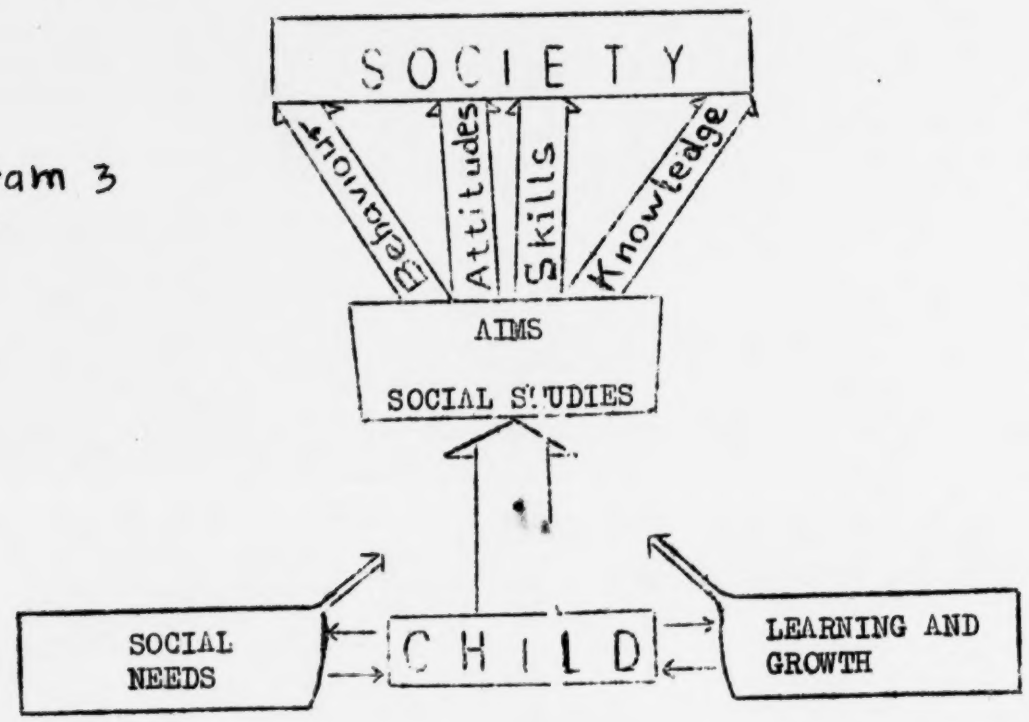
b)Attitudes.

c)Skills.

d)Knowledge.

The following diagram should help you see these junctions:-

Digram 3



The aforegoing four areas determine our aims. Our aims come from our social needs;learning,growth and development.Society, viewed through social studies,is like a huge tree,at the bottom of which are its roots,the children who have basic social needs.These children grow and develop to make society what it is,just as the roots maintain the huge tree.

The means through which we meet the needs of these children eventually enable the children to become part of the society. Since most of what this guide will tell you will primarily concern the four areas above,Let us briefly discuss each one of them in the next page.

7. Major Aspects of Teaching Social Studies.

It has been pointed out that the aims of teaching social studies are connected with the four major areas: behaviour, attitudes, skills and knowledge. What are the meanings and implications of these aspects? Let us examine each one of them.

a) Behaviour.

Because of accepted values, and morals in our society, we expect certain behaviour from individuals. The term 'value' as used here refers to such things as customs; institutions of family marriage; acts such as that of circumsision or initiation. At some point in life, we as adults or citizens will be called upon to judge this behaviour in other individuals. For example we may be required to elect local or national leaders. In order to be able to do this we must have a knowledge of qualities needed in a leader. Hence in social studies we would study and analyse such qualities.

In real life, this process can be applied both in the classroom and outside the classroom: electing or choosing a group leader, choosing a school captain, choosing a village leader for youth groups.

b) Attitudes.

In order that we can live in harmony and peace, it is important that we form and acquire the right attitudes. It is the possessing of the right attitudes, that makes us respect the law; respect the minority, and respect different views. Study of topics in religion can lead to formation of attitudes that will make us respect others' beliefs; a study of the political party system can lead us to form attitudes that will make us respect others' views and political beliefs.

c) Skills.

Social studies teaching demands a substantial amount of different types of skills. These may be map skills,

information gathering skills, information recording skills, interpretation of data skills; or they could be ability skills such as conducting a panel, chairing a group or organising a game or a discussion.

d) Knowledge.

The amount of knowledge overflowing from the educational reservoir is enormous. Even if we made every effort, we could never keep pace with it. Even if we were able to do so we would soon discover that we would never need all of that knowledge. Hence in teaching old or new knowledge in social studies, what is required is a careful selection of knowledge to be learnt. This knowledge should be as functional as possible. By functional knowledge is meant knowledge that can be put into practical use, and not one that will soon be forgotten. It is a knowledge that will help pupils develop into active paticipants in solving their environmental problems.

8. The Role of Its Curriculum in Kenya.

At this stage of educational development in Kenya, it has become necessary to rethink about our curriculum, its role and its reorganisation. Much more so because in the past the criteria laid down was one which led the African to develop a feeling of inferiority, and led him to despise his traditions and values. The role of social studies will be to restore a sense of superiority and pride in our customs; values and self confidence; and to develop new type of skills, and attitudes needed in facing new changes in economic and political life.

During the colonial days, and even today, the contents of the social studies remain unrealistic and far removed from the child's experiences. The role of the social studies programs should be to change this course. The contents of the syllabus should now be drawn from the immediate and familiar environment and the specific needs of Kenya, that is, historical, geographical civic economical, political and social.

Since indepedence, there has been many changes in Kenya in the political, social, and economic life. These are invitable changes. Such changes bring with them many problems. Therefore the place of social studies will be to prepare boys and girls to face these problems.

9. The Teacher's Role:

As a teacher of social studies you will be involved in preparing boys and girls to meet social, political and economic changes.

There is a tendency for social studies teachers to talk too much in their teaching. Because of the nature of the subject matter of social studies. many teachers think that you cannot teach effectively without talking a great deal. They make it their duty to feed children with information. But they forget children are not like bloting paper; and they cannot therefore absorb ideas as a bloting paper would absorb ink.

Just as in mathematics, or science, learning in social studies takes place best when children discover things and relationships between things by themselves; when they look deeper into things and problems under the guidance of a challenging, competent and understanding teacher. As a teacher of social studies you cannot bring about this kind of learning by talking a lot. True learning, the acquiring of new ideas, skills, and attitudes comes best when it is gained by the child himself with your guidance. It is your duty as a social studies teacher to bring about this kind of learning.

Personal involvement.

The field of social studies is a very wide one. The materials in it are limitless. By involving yourself in certain activities, you can get the right articles. The following are some of such activities that are really suitable for you to do:-

a) Start collecting geographical, historical, civic,economic and social materials and store them, in readiness for use, in an order of some kind such as:-

i.Local area (e.g. community).
ii.Location.
iii.County.
iv.Province.
v.Country.
vi.Continent(s).
vii.In topical order such as the family, the local council, the roads, self help projects.
viii.In problematic order, such as, the shortage of food and water, illnessess, weather problems, growing of food and cash crops, lack of social welfare facilities.

You can get information on these topics from all local newspapers, magazines, and from both educational and commercial films.

b)Read regularly:-

i.Newspapers,such as Baraza,Taifa,Nation,E.A.Standard and any others that are available.
ii.Magazines and journals,preferably those on local and national themes,such as the Reporter,the Kenya Teacher,the Kenya Education Journal,Inside Kenya, the Kenya Farmer and others.
iii.More books besides those on social studies.

c)Try to keep yourself up-to-date professionally,by attending available in-service courses.

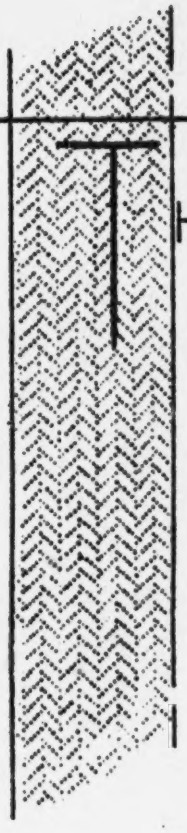
d)Try to expand your academic horizons even to upgrade yourself through external examinations.

e)Try to join and participate in the activities of:-

i.A known Historical,Geographical or Cultural association .
ii.A local Parent or Parent Teacher Association,if any.

f)Try to visit places of educational interest,such as historical or geographical sites,a location,a county, a town or province,outside your own.

g)Try to own a camera and radio for handy picture taking and information,respectively.



SECTION II

THE NEW APPROACH

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1.Traditional Structure.

If we examine the methods and contents that have been used in teaching social studies in the last fifty years in Kenya, we find that they have been teacher centred and teacher dominated. Teacher centred because the teacher does all the planning, he gives the orders, and he expects the children to accept certain patterns of behaviour found in the adults. The teacher pours the information. Children absorb it. They accept him as the authority. In this way, the children are not involved in a personal sense in the learning process.

Now it must be accepted that there is a great need to let children participate in the activities that they will be required to handle in adult life. In this, the teacher should not be a dictator, but a guide. Now it must be accepted that children need to see the relations which exist between different subjects.

Also during those fifty years or so of education, reading and reciting has been a popular method of teaching. This is just "book learning or,as the president of Kenya called it recently, paper education. This kind of teaching seemed to be the beginning and the end of education.

It must now be accepted that book learning is only part of education. The greater part of education lies outside the books. It lies in meeting the real people and the real environment; it lies in the ability of the children to work in groups on problems or topics of interest; it lies in the effort to help children acquire useful skills; it lies in helping children to accept ideas from each member of the group; organizising and evaluating the ideas and information that they gather. Real education lies in helping children to develop disirable concepts and attitudes. This is real education.

We are all aware that the types of methods and contents provided to children in social studies in the last fifty or so years, has not fully met this kind of education. In this time of great social and economic change, children are expanding their interests and activities outside their family to the neighbourhood the community and the world. What is,therefore,needed are new methods and new contents in social studies. Methods and contents that will help the child in his basic needs of socializing, having a sense of belonging, developing self- expression, creativity, and competency. They should be methods and contents that will develop into children the broader objectives of social studies. These objectives are: thinking critically and constructively; self discipline; cooperativeness in work,

responsibility to oneself and others, and friendly existence with others.

Unless we want children to remain passive learners, unless we want to continue in our traditional ways of teaching, and unless we just want to pass on to children what was handed down to us in education, then new methods of teaching social studies, and new contents of social studies have to be developed. We are strongly convinced that this is the right time and that the Primary school is the right place to start this change.

2. 'The Need for Change:

One major goal of teaching social studies is to prepare boys and girls to live effectively today and tomorrow. Today life is not easy. And with the great many changes in social, economic and political life taking place today in Kenya, tomorrow's life is not going to be easy either.

Social studies deals with people and their environment; the relationship between people and between people and their environment. This relationship can only be made clear to children if they are made to see the relationships between problems of man and his environment, and the relationships that exist between ideas from different subject areas.

So far the teaching of social studies has been done in terms of teaching geography, history and civics as a group of subject, but very much unrelated. Thus the geography teacher rarely knows what the history teacher is doing. Quite often he sees no connection between geography and history; he sees little or no connection between geographical, sociological and economic factors. Apparently, this is not the teacher's fault. It is rather the fault of the whole approach to the teaching of social studies. Teaching subjects rather than concepts and relationships, problems and changes of the subject matter of these subjects and how they affect man.

The reasons for seeing concepts and relationships is that it helps in solving problems. In real life we are confronted with problems or situations. In order to solve the problem, or learn about situation, we first observe the characteristics of the problem. Then we carefully record the information we observe. After this we can play around with the data and plan for action. In real life problems cut across many subject areas. What is required in solving problems is not merely the possession of knowledge from those many subjects, but the ability to intergrate that knowledge;the ability to draw conclusions and relationships which can be used in solving the problems. Thus there is a need of adopting a new approach to the teaching of social studies. This approach should cut across many subjects, and should not merely be concerned with teaching isolated subjects. It should be an intergrated approach.

An intergrated approach to teaching social studies is also justified by another factor. The learner himself. Think about the Primary school child. He possesses certain characteristics. For example, he sees the world around him in wholes. Teaching him isolated subjects is not realistic. The child's questions often touch many different subjects. His

immediate concern is to have answers to his questions. A child too has a curiosity and interest in things around him. If he is guided to find answers and investigate things around himself, there is real satisfaction and learning.

3. Reason for Integration:

Because hitherto, the teaching of social studies has been done by teaching separate subjects, e.g. geography, history and civics, the teachers of geography hardly know what the teachers of history are teaching. Most of the time they do not bother to know. What happens then, if a teacher is asked, by a child, a question in a history lesson? It may just happen that the question is more of geography than history. So the teacher tells the child to ask his geography teacher, or simply says to him "You are out of the subject. "In this case the teacher is afraid to cross his line of subject matter and the child will remain confused and disgusted. This attitude hinders or kills the child's interest for learning. If, on the other hand, the integrated approach were followed, this kind of reaction would not occur.

There is another reason that convinces us to try the integrated approach to the teaching of social studies. Think of Kenya as one nation with many tribes and peoples of other nationalities of origin. We are all faced with:-

a) Economic problems; such us trying to improve animal farming, crop farming and bettering our means of communication.

b) Social problems; such as eliminating vagrants, making our lives better by improving health facilities.

c) Political problems; such as achieving national unity and advancement.

Each of these problems cannot be seen in isolation. Vagrants are there because they are either lazy or have no means of earning a livelihood.

In order to solve the vagrants' promlem in a better way, one has to consider the social, economic and political reasons which cause vagrants. By so doing one can then find solutions.

But if one tried to isolate the problems, solutions would be difficult. Why then should the knowledge of the areas or subjects from which problems come be separated?

There is no reason, except it has always been done like that. But it has not been the best. Therefore a change is needed.

Since we gained independence in East Africa, we have been looking for a political union, and through the East African community, an economic union. The political union or federation and the economic union of East Africa will mean putting together our ideas about society, economics, politics and geography. We cannot achieve federation by treating these areas separetely. The best way to achieve a strong union, is to make the future generations see the relationships between the knowledge of the different subjects in social studies. We cannot do this by teaching isolated subjects, but by integrating the knowledge of these subjects.

We have also said, at the beginning of this guide, that the field of social studies is large. Consequently, it would be impossible to teach children all the subjects in this field without using the integrated approach which we believe will impart much more knowledge of these subjects in the subject "social studies", that we are concerned with at the moment.

The last reason, shown in the diagram below, simply combines all the reasons that have been given in this guide, for integrating the subjects in social studies. When we talk about social studies, we are talking about the subjects in social, political and economic aspects, of our lives. This is shown in the diagram by the three circles standing for social, economic and political areas. These circles are so interlocked, that none of them can fall from the others. But if one is removed, from the diagram, the other two will fall apart!

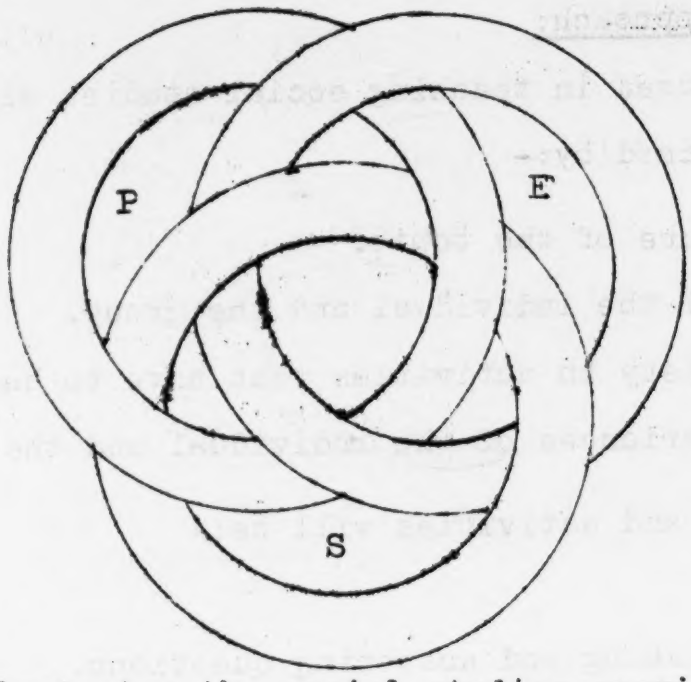

Fig. 4: Illustrates the social studies curriculum.

E: Economic and Geographical Subjects.

P: Political and Civic Subjects.

S: Socialogical Subjects.

This is the way you should look at social studies. The whole diagram represents the social studies curriculum and the subjects in it. These subjects interlock. Just as you cannot look at any one circle in this diagram without seeing the other two, so also you cannot look at any one social studies subject or teach it without relating it to the other subjects in this area. If you did so, it would be as if you removed that subject and the others fell apart. Yet this is what we have been doing in the last fifty years. We should now start teaching related ideas and relationships of knowledge in the social studies. One way of doing this is by integration the social studies curriculum.

We have for too long stuck to traditional teaching. Teaching isolated subjects in social studies, certainly, makes work easier for the teacher, because he has to learn only one subject. But quite often, for the child, it means learning pieces of information and memorizing facts separately. It has not encouraged real and meaningful learning. It has not helped greatly in solving our daily problems resulting from social, economic and political changes. This is why this method must now be changed, and a new approach tried.

4. Method of Approach:

A. The Methods used in teaching social studies will vary and will be determined by:-

a) The nature of the topic.

b) Needs of the individual and the group.

c) The variety in activities that have to be done.

d) The experiences of the individual and the group.

B. Some methods and activities will be:-

a) Oral:

i. Asking and answering questions.

ii. Telling about other people.

iii. Giving directions.

iv. Interviewing others.

b) Written: Keeping picture notebook.

c) Listening to:

i. A radio and music from other tribes.

ii. A visitor.

iii. Other children.

iv. The teacher.

d) Visual:

i. Looking at a picture.

ii. Looking at a drawing.

iii. Observing a model.

iv. Watching a socio-drama.

v. Miming or Dramatization.

e) Service:-

i. Helping others.

ii. Taking care of other children.

iii. Taking part in clean up.

f) Art and Crafts:

i. Making pictures.

ii. Making maps.

iii. Making pupets.

iv. Making toys.

v. Making models.

iv. Doing a local dance.

5. Specific Example.

A.The following suggestive steps are intended to show how an intergrated approach may be dealt with in teaching social studies at std.II level:-

a) Choice of topic should be one that relates to immediate physical and human environment.

b) Areas that favour children's interest.

c) Areas that suit children's exploration.

d) Suitable concepts that can be developed from areas of interest.

e) Suitable skills that can be developed from areas of interest.

f) Suitable followup activities that can be applied.

B.The market: as a topic, for std.I, developed to illustrate the possible:-

I. Areas of interest:

a) People.

b) Goods, familiar and peculiar objects.

b) Buildings.

c) Natural environment.

II.Areas of study:

a) The people.

i. Men or women.

ii. Way of dressing.

iii. Physical characteristics.

iv. Where they come from.

v. How they come to the market(on foot, on animal back or on vehicles).

b) Goods of trade:

i. Vegetables and fruits.

ii. Grains

iii. Other food stuffs.

iv. Animals and birds.

v. Objects (utencils and other containers, implements and tools).

c) Physical aspects of the market.

i. Where it is located.

ii. Noticeable natural features, such as river (s), lake(s), hill(s) and vegetation.

d) How often the market is held.

III. Concepts to be developed.

a) In the local community there are different types of people who depend on one another, because they have different needs.

b) The exchange of goods in the marked is a direct result of this interdependance.

c) Interdependance cause many other economic activities:

i. Growing of different crops, by some people, for exchange.

ii. Making of toosl and implements, utencils and other containers by others for exchange.

d) The market is not always near our homes. Therefore, we have to find means of getting there. Hence, distance necessitates means of communication and transportation of goods (roads, bridges and vehicles).

e) Because the market may be far, people go to and leave it at a particular time.

f) Because the market is in a hot or cold area, the people wear light or heavy clothes.

g) Because there are no roads to the market, people go there on foot and use animals' to carry goods to it (cause effect relationship).

IV. Skills to be developed.

a) Observing.

b) Recording.

c) Communicating.

d) Analysing.

e) Maping.

f) Reading.

V. Followup activity.

a) Model and map making.

b) Play and folk tales about marketing.

c) Growing cash crops.

d) Word building.

e) Dramatising market scenes.

6. Teacher Activities.

a) List advantages that you have found in teaching single subjects such as geography, civics history.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

b) What in your view are the disadvantages of teaching history, geography and civics to primary school children as separate subjects?

i. _____

ii. _____

ii. _____

iv. _____

v. _____

c) What meaning did you give to the term 'social studies' before you read this guide?

_____

_____

_____

_____

_____

d) Have you ever tried any new approach to teaching the subjects geography or history or civics during your teaching career other than the methods you learned in College? If so give a brief mention of it here.

_____

_____

_____

_____

e) In present day Kenya, changes are coming faster than we can cope with. But if we are to progress, we must make changes part of our life.

i. Do you consider yourself a traditionalist and opposed to changes? _____

ii. Do you consider yourself inclined to accept changes readily?

iii. If your answer in (a) or (b) is yes or no, give your views briefly.

f) Think out some ideas, and concepts in social studies and list them here as examples of:-

i. Anthropology.

ii. Sociology.

iii. Philosophy.

iv. Literature.

v. Geography.

vi. Art.

vii. Religion.

viii. History.

_____

_____

_____

_____

ix. Economics.

_____

_____

_____

_____

g) Try to recall your past experience in teaching geography, history or civics.

i. Do you think there was a specific philosophy of teaching these subjects?_____.

ii. If, in your opinion, there wasn't any, did you try to form any to guide you?_____.

iii. List some principles or philosophies you observe in the course of a normal teaching day.(e.g. when I enter the classroom, children have to stand up. Why?)

_____

_____

_____

_____

_____

iv. List a few topics you have taught in geography, history or civics.

_____

_____

_____

_____

v. What were your aims in planning lessons for these topics?_____

_____

_____

_____

vi. Do your aims agree with the four major aspects of teaching social studies in Section I.7?

vii. If they don't what would you have done to improve them?

viii. List any four topics in any of the social studies subjects and give your aims for them.

ix. Give some examples of each of the following major aims of teaching social studies:-

Behaviour:

Attitudes:

Knowledge

h) Under each heading below, list some of the changes that have taken place, in recent years, in your community.

i. Social.

_____

_____

_____

_____

ii. Economic.

_____

_____

_____

_____

iii. Political.

_____

_____

_____

_____

i) Has the present syllabus of social studies subjects helped to prepare boys and girls to meet these changes?

_____

j) In what ways do you think social studies should be used to help boys and girls prepare themselves to meet the changes you have listed in (h) above.

i._____

_____

_____

_____

ii._____

_____

_____

_____

iii._____

_____

_____

_____

iv. _____

k) _____
_____
_____

R) If, in your own country, you have the responsibility of preparing a guide to a section of the std .I social studies syllabus, give an outline of the main ideas and concepts that should be brought out in the topic " Our community".

i. Main ideas.

_____
_____
_____
_____

ii. Concepts.

_____
_____
_____
_____

l) Take any one social studies subject listed in section I.4 and, from it, choose a topic. Using the information in section III.3, list some methods you would use to teach it.

i. Topic.

_____

ii. Methods

_____
_____
_____
_____

m) If you have any other methods, apart from those listed in section II.4, write them here

_____
_____
_____
_____
_____
_____

n) Choose a suitable topic for std.I and, using the format given in section III.5.B, develop it, thus:-

i. Topic._____

_____

ii. Area of interest to children.

_____

_____

_____

_____

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_____

iii. Area of study.

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iv. Concepts to be developed.

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_____

v. Skills that can be developed

vi. Activities that can be done.

SECTION III

THE EXPERIMENTAL SYLLABUS FOR STANDARD I

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1. General Outline.

a) The school.

i. What it is.

ii. Habit and social orientation.

b) The home.

i. What it is.

ii. The functions and contributions of its members.

c) The community and its neighbourhood.

i. What it is.

ii. Its features.

iii. The functions and contributions of its members.

d) The national heritage.

i. Our national flag.

ii. Our national anthem.

iii. Our national holidays.

iv. Our spirit of harambee.

v. Our country.

vi. Our culture and traditions.

2. Detailed outline.

At this stage of preparation, it is not considered possible to portion this syllabus into terms before actual experimentation and evaluation is fully carried out. However, the whole programme outlined here is intended to cover one year of std.I course. It is hoped that each individual teacher is free to use his own methods of approach in dealing with this programme; methods that are better applicable to his own area and suitable for the children he is teaching. Those given in Section IV,5 are only suggestive at this stage and are open for change during the process of experimentation and evaluation. Only simple concepts and activities of the following centres of interest should be developed, avoiding elaborate ones that are beyond the children's interest and understanding.

a) The school.

i. What it is.

Its physical aspects: the building and simple physical environment.

Its human aspects: the teachers, the pupils and other people associated with this school. e.g. parents, school committee, caretakers, nurses and guards.

ii. Habit and social orientation.

The role of the school as a primary social institution charged with the responsibility of bringing up young boys and girls into responsible, respectful and acceptable members of their community.

b) The home.

i. What it is.

Its physical aspects: the homestead and simple natural environment.

Its human environment: the members of the family and their contribution to the whole

family.

c) The community.

i. What it is.

Its extent or area of operation.

Its human environment.

ii. Its features.

Its natural features: the hills, rivers, forests, and dry areas.

iii. The functions and contribution of its members.

Its activities: self help projects, building of schools, bridges, roads, health centres and others.

d) The national heritage.

i. Our national flag.

Practice of respect and its colours.

ii. Our national anthem.

Practice of respect and its meaning.

iii. Our national holidays.

What they are, their origin.

iv. Our spirit of Harambee.

Its meaning and application.

v. Our country.

Her leader: our president.

A very simple illustrative account of her prominent features, her people and their main activities.

vi. Our culture and traditions.

Acceptable customs.

Stories about our traditional past.

Traditional songs and dances.

Simple traditional poems and riddles.

3. Aim and Scope.

The aforegoing syllabus is specifically aimed at familiarising the child with his immediate environment at this stage of his growth. Through simple activities in the centres of interest therein, the child will gradually socialize and acquire basic skills which he will use as he moves to higher classes.

The contents of this syllabus have been drawn up after carrying out a countrywide survey of the programs in the nursery centres and comparing the findings with the individual views from the primary school teachers who have been and are currently teaching social studies subjects. In drawing up this syllabus, three factors were kept in mind:-

a)To establish formal social studies teaching in stds. I and II, so as to give the child early opportunity to form, acquire and learn social attitudes, skills and knowledge.

b)To cater for the need to change the curriculum to suit our needs and interests of the children.

c)To keep within the educational principle of teaching from known to unknown.

In units I to IV of section IV.5, suggestions are made to the teacher as to how to approach each topic. But he is at liberty to plan his lessons in what he considers to be the best methods of approach in his area and for his class. He will not be expected to keep a class record. Instead,he will be involved in the comprehensive evaluation activities explained in section V. of this guide.

4. The Overview.

In considering social studies, those concepts of Kenya cultural heritage, activities and environment, with which the Kenya child comes into daily contact, should be emphasised, in the simplest way possible, during the first years of formal learning. The following concepts or centres of interest should form the themes ofemphasis:

a) The School. At this stage of child development, we find that the school begins to asume a unique role comparable to that of the home in many respects. The child's centre of interest shifts from home to school. He begins to socialise and acculturate himself outside the radius of his home. He spends more than half of his active time developing his skills and growing into what he will be in the school environment. It is, therefore, important that the child should know what this new environment is. What it does for him as an individual, and as a member of his school.

b) The Home. This is the basic social unit of all man kind. Its role is basically the same the world over, though the functions of the different members will vary from community to community and from society to society. In this unit, relationships, cooperation and provision in the home are to be considered. Today, as in the past, parents continue to be the chief providers of the basic necessities of our ways of life. This is an economic fact of life in Kenya. It should be emphasised. The ways by which these necessities are obtained will vary because people and their natural environment differ.

c) The Community. As the child's experiences broaden from home to school, the child begins to note that the radius of his environment also broadens. There will be more homes around him; more schools around his own; more families and more land. These features will form the community of which the child is a member. This should be the time when the child is introduced to the basic skills in social studies through simple diagramatic maps, modelling and exploration of the environment. Before the child can appreciate the inter-dependence of the wider community, he should understand that of his own community and environment.

d) National Heritage. No nation can be worth the name unless it has a heritage of its own, maintains it and is proud of it. One role of social studies is to acculturate the young child into that heritage and to socialise him so as to help him acquire the right type of patriotic nationalism, citizenship and attitudes through such things as allegiance and respect to the national symbols or emblems, laws and institutions; respect and love for our national and cultural events and occasions; knowledge and respect for our country and our leaders.

1 Introductory Note

52.

1.Introductory Note.

Putting into account the general phylosophy of life and of education, the aforegoing. Sections of this guide have attempted to clarify not only the phylosophy of social studies teaching,but also the resultant objectives of this over- all phylosophy. The idea of social studies teaching in our country today is new and is just on the making.

In constructing a social studies program, however, there remains a significant task of:-

a)Determining the type of content material suitable for standard one.

b)Determining the type of content material to be regarded as compulsory or selective.

c)Determining the amount of freedom to be given the social studies teacher in effecting the social studies program.

d)Determining the type of other experiences related to the social studies program to be arranged within the school.

These guide lines reflect a conscious opinion in developing a fairly effective curriculum in the social studies. They are the ones indeed that necessitated the primary schools survey which was intended to involve the classroom teachers in the general framework of curriculum development in the social studies. Why involve teachers?

a)Because they are the ones who convey curriculum message to the children, and are, therefore, best able to assess the suitability of the message to the children and the children's reaction to it.

b)They are the ones who interpret the written materials and decide on the suitability.

c)They are the ones who decide on the aims of daily lessons and the required assignments.

d)They are the ones who teach,and it is teaching and its evaluation that determines the effectiveness of any one curriculum.

The over-all assessment of the total items as given by

class room teacher throughout Kenya shows that the social studies program for standard one should be telescoped on the individual and his immediate environment; that the beginning of social studies be here and now, with the ordinary affairs of the individual, of the school, of the home and of the community. That, on the basis of full participation in solving problems of their own immediate environment, the children gradually extend their horizons to include the more remote.

This approach to the social studies program is fundamentally sound, puting into account our knowledge of how human growth and development takes place. Our main concern today should be with assisting children in meeting changing condition s. That is to say, a more than usual identification with life as it is today.

Consequently, children and teachers alike must study their total environment, be part of it and be able to evaluate its many aspects, for it is only through such identification can there be constructive participation in making their own environment a better place to live in.

Simple concepts on the community and our national heritage will be developed gradually through practical activities, visits and practice. The material that follows this, presents only a general pattern of procedure for std.I. This guide is intended to stimulate further horizons of study in this field of social studies and to contribute to the development of more effective ways of thinking and solving problems by children.

SECTION IV

TEACHER'S GUIDE

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2 **The Teacher**

	Page
Content Material	56. a)
Curiosity	b)
Confidence	c)
Care	d)
Communication	e)
Commitment	f)
Ability	g)

2. The Teacher.

As a member of his community, the social studies teacher has a very important responsibility of moulding the mind and channeling desireable social behaviour of the children entrusted to him by the Community. He does this by establishing in the school, effective learning situations which, by their nature, demand that children should make their choices and get involved in problem solving activities that will help them develop deeper understanding of social values and experiences.

So, to be able to guide the children effectively toward their social goal, the social studies teacher should have, among other things, the following characteristics which he can acquire through constant practice geared at improving and making an effective

(See also Section I.9 and II 6.)

a) He should equip himself with sufficient content Material by:-

i. Collecting any useful information from any source to broaden his mind and to keep himself up to date with the current affairs affecting the children's community.

ii. Reading much about the past, present and future activities of the children's Community so as to be able to guide them competently.

iii. Travelling widely within the children's Community and its neighbourhood collecting information from different knowledgeable individuals or organisations, to be able to understand better than the children themselves.

b) He should have a high command of creativity by:-

i. Being able to imagine and to act quickly and reasonably to be able to stimulate and to make children enthusiastic in their daily activities.

ii. Realising that part of the social studies content is like nature full of different activities.

iii. Using a variety of methods to recreate situations in which children learn best about their environment and community.

iv. Realising that he cannot be creative in every period, but that his imagination will produce provocative results.

c) He should be curious to know more by:-

i. Being eager to prove new ideas and to extend his own horizons of knowledge and that of his pupils.

ii. Not allowing himself to be content with the method s/he has acquired in college, but to be resourceful all the time.

iii. Exploring and doing more on the spot research regarding social studies content material that actually exist within the children's reach.

iv. Collecting and keeping records of useful relevant pictures, speeches and such like information for the purpose of supplementing his teaching material.

d) He should have a high degree of confidence by:-

i. Trusting his guidance to be able to guide the children with confidence.

ii. Realising his short comings and being able to trust and trace reliable source of information.

iii. Stopping worrying about materials without doing anything about them. The time taken to worry can serve a useful purpose of collecting information from reliable sources or making them.

e) He should take most care of:-

i. The children he teaches and take interest in seing them grow into polite and successful youths in their community.

ii. Must be teacher the children and how to guides them to reach their goals.

iii. Making the school atmosphere and learning situations very pleasant and conducive to the children so as to make them feel secure and ready to participate positively.

iv. Being ready to endure children's failures and mistrial in an attempt to arousing their attention for change to better performance.

Rebuking wrong done for the sake of reforming have not upon the discipline.

f) He should require a talent of sound command in communications:-

i. To be able to utilize his methods partly by creation and partly by the development of creative skills

ii. To be able to pose his lessons in and experiences ever to the pupils in a manner that quickly effects positive change.

iii. To make his views and personalizations concrete and clear to the pupils.

g) He should be invariably committed to his work:-

i. To ensure that knowledge imparted serves a useful purpose, i.e. it helps people to become better persons who will help their community in its struggle for attaining higher social standards of living and thinking.

ii. To be constantly conscious of his responsibility

to the community and try to do his best.

h) In the light of the aforegoing characteristics, the teacher should be best able:-

i. To influence and to involve the people around him.

ii. To excite and arouse the people around him.

iii. To stimulate and urge the people round him to greater efforts and to more searching examination.

iv. To expose their unwanted fears, to praise and to make them proud not only of themselves, but also of their achievements.

3 THE CHILD

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1. Characteristics.

In order to be a more effective teacher, it is necessary to know something about the child with whom you will be dealing. You will need to know something about his physical characteristics; something about his mental characteristics, and something about his emotional charateristics. The knowledge about his charateristics will help you to guide the child better towards achieving aims of social studies. These are, behaviour attitudes, skills, and knowledge.

Children are naturally interested in many things. They love to look and play with bright colours. They like to climb trees and pluck flowers. They also like to play with small objects around them. As they do so, they learn a great deal and gain experiences from these. This learning can be more productive and fun if you as their teacher, give them proper guidance, show them love and sympathy and be friendly to them. In working with children therefore, let them feel free to explore their environment and to express themselves. Give simple and clear rules and directives. Above all, be tolerant, considerate and encouranging at all times.

Child psychologists, that is people who study the growth and behaviour of children, have found many interesting things about children. It is not possible to tell you all of these things in a short guide like thins. Therefore, a few of them which will be most useful to you as a teacher of young children in social studies, are listed below. Most children enter Primary I at the age of six or six plus. Among other things children at this age display the following:

a) Mental characteristics.
   i. Questioning attitude.
   ii. Not being able to make decissions readily.
   iii. Can recall past events and form time concepts.
   iv. Like to know real things, though they are still in the fancy stage.

b) Social characteristics.
   i. Like to be with children of their own age.
   ii. Like to play in small groups.
   iii. Like to excell in everything.
   iv. May at times become timid and shy.
   v. Their interests begin to differ from those of the children of opposite sex.

c) Emotional characteristics.
   i. Are argumentative and domineering.
   ii. Want to be praised and reject criticism at school,
   iii. Are easily discouraged and avoid difficult situations.

(d) They are full of fun.

(e) may not find it easy to adapt himself to the teacher-school environment and to the parent-home environment at the same time.

These characteristics of young children have certain implications for teaching. The notes and guides to the topics in the subsections that follow are intended to provide suggestions in the direction of the characteristics that have been discussed here.

2. Individual Differences.

The aforegoing different characteristics account very much for the children's individual differences, which are clearly noticed in their learning processes and in their free activities within the school

In your class you have so many individuals. In physical appearance, no two are alike. Some are fit; others, handcapped. In their social status, some come from well-to-do homes, others from poor ones. Some will be bright; others, dull. Some quiet and submissive; others, talkative, actively playful and even agressive. Some of these children can easily adjust themselves to the school environment than others. Each individual reveals his own distinctive characteristics.

As a teacher, you should make it your business to recognize individual differences in your children to help them grow mentally, emotionally, socially and to expose them to a better atmosphere to acquire the basic social studies skills more effectively.If you assess these children's performance in their various activities, you will find that they differ, not only in their abilities, but also in their achievement. On the other hand, if you observe the same children out of doors, (and away from classroom influence) at their own homes, you will discover their real self. You will for i stance find that some children like to:

a) Be in a company of others, while others like to be alone
b) Behave differently from the way they behave when they are in the classroom
c) Identify themselves with a certain age group freely and happily, while others mix naturally with their age group
d) Lose temper easily over a small issue, while others will get a great deal of fun from the same issue.

If you study your children further, in different situations you will be able to make aggregate conclusions that they differ physically, temperamentally, and intellectually; and that these differences are accentuated by differences in age, sex, mental stability, social environment, emotional influence, family background, and teacher-child relationship.

There are other areas of idividual differences that you need to put into account in making your conclusions:

a) Some children are better and able in particular skills than others

b) Some children come from communities or parents with:

i. A better developed social status than others.

ii. A better developed economic background than others.

iii. A different traditional culture from others.

c) Some children reveal perculiar behaviour far different from the expected.

To get a general understanding of the children you are going to deal with, to discover the common difficulties retarding their learning capacities and so to be able to help them, it is essential that you have a knowledge of the differences among these children.

4

TEACHING AIDS

4. Teaching Aids.

In the continued search for quality teaching, visual aids materials play a significant role. In the previous Sections an attempt has been made to discuss briefly the wide range of social studies, and the diversities of the children that you will be dealing with. Learning in this field by these young children will be achieved through many ways. Therefore a variety of materials will be needed.

As a teacher of this children you will have to explore many ways of using these visual aids materials.In your attempt to use them you will find that there are many ways of using them. It is your job to find as many suitable uses for them as you can. In this way you will become resourceful. Your own imagination in using these aids, will, it is hoped, encourage children to participate in the development of new and imaginative ways of using materials in a creative approach to problem solving.

Visual aids materials, it is true, enhance teaching and learning. But by themselves they do not teach any more than a knife in the hands of an unskilled man would produce a piece of art from a piece of wood. Knowing how to operate or display a visual aid does assure effective use of it. It is the application and imaginative use of it that brings the greatest use and learning.

One type of visual aid material which has been suggested in this guide (see Section IV Unit II) is the field trip. A field trip could be a purposeless use of visual aid material, thus resulting in little learning. But a well planned field trip in the direction of an observant teacher, can strengthen learning and bring about the type of learning advocated throughout in this guide. A field trip among other things will:

a) Take children to the real things.
b) Sharpen their observation.
c) Show events and situations in their natural setting.
d) Introduce the community and its recources and problems to the pupils.
e) Demand follow-up activities.
f) Bring the school and the community together.
g) Relate formal abstract learning to the real world of children's experiences.
h) Expand children's background and understanding.
i) Extend knowledge and information in a motivated way.
j) Bring about a natural intergrated approach in teaching procedures and subjects.

Another example of visual aids material use is the Community Resources. A community has much to offer in terms of persons, places, and activities that can be and should be intergrated into the school program. If the school discovers these resources and alerts teachers to them, it will

a) Expand and sharpen children's learning
b) Bring a closer relationship between the individual, the community and the school.

When the school and the community work hand in hand to intergrate the best and worthwhile features of the community into the curriculum - be they in the area of culture, history, music, traditions, agriculture, or social problems, etc.- the school programs are certainly made richer, and the individuals and the places concerned given a sense of worthwhile contribution to the educational program.

Graphic materials is another important field of visual aids materials. These include maps,diagrams, drawings, pictures, and charts. This is an important field because it is closely related to and grows out of specific teaching situations and it can also involve a great deal of child preparation and activity.

Graphic materials use is difficult for children because these materials are symbolic. But they are essential in showing such concepts as:

a) Relationships between objects
b) Summarizing information .
c) Visualizing abstract ideas such as distance, direction, shape, size, area and location.

These are only a few examples of visual aids materials that will easily come within your reach and means. Yours will be to search, invent, test and use different visual aids. For it will be from you that teacher tested ideas that can be recorded and used, come. But remember, do not overdo it!

SECTION V

EVALUATION

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4 Appendixes

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1. What It Means

In order to be able to tell the success or failure of the experimental material, we will have to ask ourselves: have we achieved what we aimed at? We will want to know if the learner has changed in terms of knowledge; manual skills; attitudes; behaviour and social adjustment. Answering these questions means we are evaluating the program. In order to do this, we will need to keep a systematic record of the effect of this material on children in terms of, knowledge, skills, attitudes and behaviour. Only then can we tell how effective our material is; only then can we tell the shortcomings of it. And this is the whole aim: to find the weakeness of the syllabus in order to improve on it. In this way we can bring more meaningful and effective learning. The process itself is not going to be easy. It is going to be a continuous one. It will demand a lot of hard work from you. It will also demand a lot of patience from you. But it will be an indispensable part of the experimental syllabus. It is part and parcel of curriculum development and improvement. Curriculum development is a big operation. It means doing things such as writing syllabuses; including new subjects in the curriculum; writing new books and new materials; training new levels of teachers, etc. Improving the curriculum means making better what has been developed in accordance with the changes of the time. For example the retraining of the old teachers and evluating a program in the schools are two ways of improving the curriculum. This is why you as a teacher are an indispensable part in curriculum development and improvement.

2. Participants

Let us suppose that you are a farmer living in Nyeri. Let us also suppose that you want to grow cocoa on your farm. For one thing, you as a farmer, know that cocoa has never been grown in Nyeri. Your first task then is to find the conditions needed for growing cocoa in Nyeri. In this process you will ask yourself thus, "Is the climate in Nyeri suitable for the growth of cocoa? Is the mineral soil on my farm suitable for the growth of cocoa? Now much water in the soil does cocoa need to grow well? If I grow cocoa will I become a better farmer economically? Where and for how much shall I sell my cocoa?" The sensible farmer will surely ask himself these sensible questions before planting cocoa. When he does so, he is evaluating the conditions required for growing cocoa. Similarly, a wise educator should ask himself questions relevant to his educational programmes.

But let us assume that the farmer planted the cocoa and that he harvested good crop. He can either sit contented with that harvest or he can begin to ask himself more questions and make further plans that will enable him to harvest more cocoa in the next harvest season. If the farmer chooses the latter course, he is a wiser one, for he is on the way to becoming a better farmer.

And so it should be in education, and the educational programs that are developed. With the new syllabus and the new approach to the teaching of social studies, it is as if we are putting a new crop under new conditions of growth- the children. These children are in a new environment quite different from the one we grew in. They are faced with new problems. For these reasons they will react in a different way. If we ask ourselves relevant questions about the conditions of the children and their reactions in the new environment, we can tell weather the farm (children) has yield - ed a better crop in terms of our aims and goals of teaching social studies. This is the meaning of evaluating the program.

For the evaluation to be fully carried out, five different people will be involved:-

a) The teacher, who will:-

i. Conduct the lesson and modify it to suit area and class.

ii. Contribute directly to curriculum development by his criticisms of the experimental syllabus.

iii. Keep a progressive record of evaluation based on the 5Ps formula designed for evaluation of social studies experimental materials (see Section v.3).

b) The pupil who will:-

i. Be a partner in the development of the lessons.

ii. Respond to the effect of the program.

c) The school administrators who will:-

i. Provide the experimental schools.

ii. Assist in supervision.

iii. Make comments and suggestions to the program.

d)The lay man who:-

As a citizen will be interested in knowing what the school does for his child and the community.

e)The curriculum worker who will:-

i. Cooperate with the above people in order to improve school programs.

ii. Develop the experimental materials.

iii. Take part in the development of the syllabuses.

iv. Want to know the effectiveness of the materials on the learners.

Each one of the above persons will have his/her specific role to play in this process of evaluation. Unless they do so,, the evaluation will be incomplete. Now, let us consider the conditions that will be evaluated in order to find out how the child responds and the effectiveness of the materials.

3. Items to be Evaluated

During the experimental stage five items will be evaluated, using the formula SS.D=TE5P in which

SS stands for Social Studies,
D stands for Development,
TE stands for Testing and Evaluation
5P stands for the 5 items to be evaluated.
each of which begins with a P.

The 5 items to be evaluated are:-

a) Program: which involves:-
   i. The contents (Topics).
   ii. Suitability of contents to children.
   iii. The timing of contents in relation to children's age and readiness to learning.

b) Provision: which involves:-
   i. The working space.
   ii. Equipment and teaching aids.
   iii. The lesson materials.
   iv. The social and physical atmosphere in the school.

c) Procedure: which involves:-
   i. The methods of approach.
   ii. The effectiveness of the methods.

d) Product: which involves the finding out whether children have changed in terms of:-
   i. Behaviour,
   ii. Attitudes.
   iii. Skills to be gained.
   iv. New knowledge to be gained.

e) Process: which tells us about the methods and principles of testing and evaluation, and whether these methods and principles go along with the knowledge we have about the learner and the learning process itself.

1 Introductory Note

APPENDIX I.
CRITERIA

A. Program

1. Are the contents of the syllabus:

   sufficient ?_____

   too many?_____.

   too few?_____.

   suitable for children of std I in Kenya?_____.

   Introduced at the right time in the child's Education.?_____.

2. Are the concepts and main ideas too advanced for std I children:_____.

   Or are they too easy?_____.

3. If the contents are too many or too few, what are your suggestions?

_____

_____

_____

_____

. If the concepts and main ideas are too difficult or too simple, what others would you suggest?

_____

_____

_____

B. Provision:

1. Is the classroom atmosphere conducive to learning?_____

   Do children look confident?_____.

   Are they confertable?_____.

   Can the room enable indepent or group work?

   Is there a rigid procedure of doing things?_____.

2. Is the relationship between teacher and pupil friendly?_____

   Does the surrounding environment lead to learning?_____

_____

3. Do the materials used for instruction bring

out concepts and help children to discover relationships between people, and between people and the environment.

4. Who makes these materials or teaching aids?

5. Is there teacher- pupils planning in making these materials?

6. What suggestions would you make to improve the provisions of materials, and making them more effective?

C. Procedure :

1. What methods have been used to convey ideas, concepts and materials to the children?

2. Have these been:
   effective?_____.
   slightly effective?_____
   not effective?_____
   any other?_____

3. Did you use other methods? _____ Which?

4. Were these more effective? _____ Why?

5. If the methods used were not effective, what other methods could be used more effectively?

D) **Products:**

1. Children have acquired/not acquired new behaviour. YES. NO.

HOW? _____

2. Children have acquired/not acquired new attitudes. YES. NO.

HOW? _____

3. Children have acquired/not acquired new skills. YES. NO.

HOW? _____

4. Children have acquired/not acquired new knowledge. YES. NO.

HOW? _____

5. There has been a difference of performance between children. YES. NO.

HOW? _____

6. As a result of this difference in performance I tried to provide the children with varied activities to challenge the brighter ones and to encourage the dull ones.. YES. NO.

HOW? _____

7. Did the activities provided encourage children to explore things and discover new ideas by themselves? YES. NO.

HOW? _____

8. From the time the child came to school up to now, would you say there has been a marked change in his; social, intellectual, and physical performance?

Say very briefly, how each one of these has/ has not changed.

a) _____

b) _____

c) _____

E) Process.

1. Have the evaluation measures been varied and used through observation of children's activities as:

   a) individuals? YES / NO

   b) members of groups? YES / NO

2. Has the whole process of learning induced a changed behaviour in children? YES / NO

3. Has the whole process of learning imparted skills and demonstrated the use of these skills? YES / NO

4. Has the process enabled the teacher to keep a progress report of each child? YES / NO

In each of the four questions above, if your answer is yes, give examples of what the children were not eble to do before the teaching of these units, and are now doing as a result of the teaching of these units.

a)

b)

c)

d)

If your answer is No, give examples of what children should have achieved as a result of teaching these units, but have not achieved even after the teaching of these units.

a)

b)

c)

d)

APPENDIX II

A BLUE PRINT FOR EVALUATING PRODUCTS. (see section IV.3.d) i-iv)

Aim: The aim of this blue print is to gather information to find out how far you, as a teacher, and the child, as a learner, have achieved the objectives of social studies as discussed in section I of the Teachers Guide.

Methods: Since some of the objectives and aims of teaching social studies can be measured by tests, whereas others cannot be so measured, two methods will be used to find out the effect of teaching social studies to children: formal and informal.

This means that you have to observe individual children follow their progress and be able to make full reports on each one of them. The tables that follow are intended to help you do this.

NAME OF CHILD: _____

CLASS _____

WEEK _____

TIME OF THE DAY _____

TABLE ONE: To measure attitudes and Behaviour.

	All time	Most time	Occasionally	Never
1. Makes a point instead of going round it.				
2. Can see other children's point of view.				
3. Offers suggestions to class.				
4. Takes care of responsibility.				
5. Is honest with others and with himself.				
6. Speaks only when it is his turn to do so.				
7. Abides by majority views or decisions.				

TABLE TWO: To evaluate skills.

	All time	Most time	Occasionally	Never
1.Child observes things around him.				
2.Can recall things observed.				
3.Can identify items.				
4.Can find his direction.				
5.Can understand simple symbols.				
6.Can interprate simple pictures.				
7.Can follow simple i instructions.				

TABLE THREE: To evaluate Attitudes and Interests.
Find out how children answer certain statements. Only a few statements are given in this table as an example to enable you to make more of your own, relating them to the children's own experiences in their environment.

	CHILDREN'S REACTION			
	Like	dislike	Yes	No
1.I like to read books.				
2.I would like to be a farmer.				
3.I like to work in my home.				
4.My father is the best man.				
5.I like other children.				
6.Our teacher always helps us.				

TABLE FOUR: To find out how well children have adapted themselves socially.

	Number	Sex	At school	At Home
1.My best friend(s).				
2.Children I do not like.				
3,Have child identify:-				
a)Humorous children.				
b)Shy children.				
c)Children who like to work alone.				
d)Co-operative children.				
e)Dependable children.				
f)Children who can lead.				

APPENDIX III

PART A.

CHILDREN'S INFORMATION

1. Name of child_____
2. Sex_____
3. Date of birth_____ Age_____
4. If physically handicaped, how?_____
5. Has the child attended nursery?_____
6. Name of nursery_____
7. Is it a Private _____
   Public e.g. Municipal, County nursery?
   Self help _____
8. The child is attending standard I in a
   - Municipal C. Primary school____
   - County C. Primary school_____
   - Private Primary school_____
   - Denominational Primary school___
9. Name of school_____ County_____
10. The child entered this school on: day___ Month___ year_____
11. Is his teacher trained?_____

PART B.

FAMILY INFORMATION

1. Father's name_____ Is he alive?_____
2. Place of birth_____
3. Occupation_____
4. Mother's name_____ Is she alive? _____
5. Place of birth_____
6. Occupation_____
7. The parents of the child are
   - Illegitimate_____
   - Separated _____
8. Number of older
   - Brothers _____
   - Sisters _____
9. Number of younger
   - Brothers _____
   - Sisters _____
10. Other people living with this family_____

PART C.

CHILD'S PERSONAL AND SOCIAL DATA.

Name of the child_____

Age _____ Years_____ Months_____

Has this child had class- play experience?_____

Where?_____

How long?_____

Does this child have any talking problems?_____

What are they?_____

What usual time does the child go to bed?_____

What usual time does the child wake up?_____

Does he rest (sleep) during the day?_____

What is the approximate intelligence of the child?_____

average_____

above average_____

below average_____

Does this child have any special interests_____

What are they _____ _____

Who are his usual play mates?

Older children_____

Younger children_____

Children of his/her age_____

Children of his/ her sex_____

Children of opposite sex_____

Does he play happily with others?_____

Does he like to play alone?_____

Does his family have a radio?_____

Does he listen to it?_____

What programmes does he most listen to?_____

Does his family have a TV?_____

Does he watch any programmes?_____

Which ones?_____

Is watching TV any problem in the home?_____

How?_____

Does the child engage in any of these activities outside school?

_____

singing_____

dancing_____

playing games_____

The following problems may have been noticed at home by the parents of the child, or at school by you.

Rate each one of them in the appropriate space.

Problems.	Not Observed	Mild Serious	Past Occurence	Present Occurence
Eating.				
Sleeping.				
Over curious or conscious about sex.				
Teasing.				
Fighting. & Cruelty to other children.				
Deliberate destructiveness.				
Jealous of brothers.				
Jealous of sisters.				
Fear of objects or animals.				
Temper outbursts.				
Crying spells.				
Excessive day dreaming.				
Thumb or finger sucking				
Nervous habits.				
Dishonesty in telling the truth.				
Dishonesty in taking things.				
Difficult to manage (i.e. disobedient)				
Difficult in getting along with other children.				

Is the child ever punished at home?_____

For what behaviour is he punished?_____

_____

What kind of punishment is used?_____

_____

Has this kind of punishment proved useful in correcting his misbehaviour?_____

Can the child dress himself properly?_____

Can he take care of his toilet needs?_____

What has been his reaction to entering std. I?_____

_____

Note: 1. These tables will be expanded or shortened according to your suggestions.

2. You do not have to fill them everyday. Fill them at least once a fortnight.

3. At the end of each unit, some kind of formal evaluation may be necessary to find out how far children have acquired new concepts and how far they can use the skills they acquire.

4. These tables are not complete. We have not, for instance, included one on civic ideas, which will be done at the appropriate time.

5. If you have any additional ideas for any of these tables, add them and use them.

If, on the other hand, some items do not produce any response, change, or re-write them, or think of another item that is more suitable.